The application of literacy frameworks for assessment and best practice pedagogies in communication skills training for healthcare professionals: Case study

*What have we learned from pick pockets?*

*Assessment and feedback: Communication skills for pharmacy students*

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What?

Why?

How?
Applying best practice pedagogies in communication skills training for pharmacy students
How do we assess these skills - OSCEs

- A number of stations
- Simulations
- Candidates perform specified tasks
- Demonstrate skills? knowledge? behaviour?
- Reliability, dependability, validity, standardisation

https://www.google.com.au/search?q=pharmacy+osce+feedback&biw=1523&bih=790&source=lnms&tbm=isch&sa=X&ved=0CAcQ_AUoAmoVChMI2OfJh9GEyQIVROamCh1IkgI9#imgdii=0zM7XfT5G_8GaM%3A%3B0zM7XfT5G_8GaM%3A%3BvST_N7nesV9LkM%3A&imgrc=0zM7XfT5G_8GaM%3A
What do we assess?

Communication skills and knowledge
Counselling a patient eg new prescription
Assess
  knowledge
  performance
From simple to complex (patient and case)
Mrs Essen has come to the pharmacy today with a new script. Conduct a brief medical and medication history. Then counsel her on her new medication dosage.
New \textit{Rx}
Lisinopril 20mg
Formative assessment and training

- Using simulations in formative assessment
- Similar to summative assessments –
- Outcomes both for students and educators.

https://www.google.com.au/search?q=B+simulation+cameras+health+care&biw=1269&bih=658&source=lnms&tbm=isch&sa=X&ved=0CAcQ_AUoAmoVChMlIz0wNSYyQIVAREUCdXw#tbm=isch&q=B+simulation+cameras+health+care+pharmacy&imgrc=uW6oD6kql3maMM%3A
BUT…

Is a pass at 50% an indicator of adequate (and on-going) communication skills?

Competence demonstrated
Borderline competence
Inadequate
Formative assessment & feedback
• Informal
• Standardised patient
• Standardised assessor
• Public feedback (technology assisted)
• Assessment cycle

Summative assessment (& feedback)
• Formal
• Standardised patient
• Standardised assessor
• Grade only
• Opportunities missed?
• Assessment dead-end

https://www.google.com.au/search?q=summative+assessment+dead-end&source=lnms&tbm=isch&sa=X&ved=0CAcQ_AUoAWoVChMI6ers99iYyQIVSxaUCh17_QIt&biw=1269&bih=658#imgrc=5_rZSy9n_gju3M%3A
What can we do about this missed opportunity?
References


